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ABSTRACT

Provided was an analysis of 10 Department of Health, Education, and Welfare (HEW) regional hearings held in 1970 on education of the gifted; three major sources of information explained to have been used in the analysis were the state survey form, oral testimony given at open hearings, and written testimony submitted for the record from the 10 regions. A total of 49 states returned the survey, and a total of 295 persons testified orally or in writing. Selected major findings and topics covered included need to increase stimulation of creativity and to provide for a flexible curriculum, need for early identification, need for better prepared teachers, mention of need for increased federal support of funds by 55% of all witnesses, state action, need for model programs, federal government role, regional differences of testimony, differences of testimony by type of testifier, state legislation in 21 states providing special resources or incentive to local school districts for gifted programs, major deterrent to educational programs identified as lack of sufficient funds, and minimal state use of existing federal legislation. Included is a bibliography of approximately 90 written documents submitted to the hearings. (CB)

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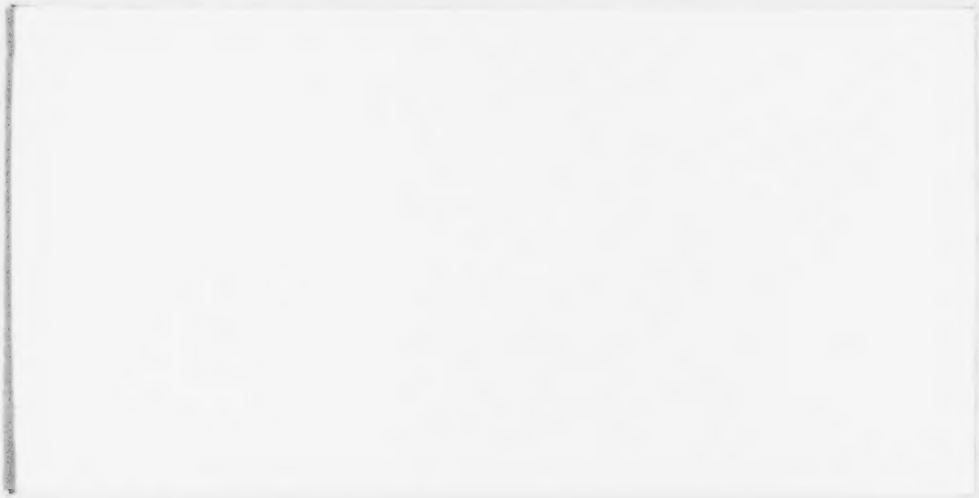

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ANALYSIS OF HEARINGS HELD BY REGIONAL COMMISSIONERS OF EDUCATION ON EDUCATION OF THE GIFTED

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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May, 1971

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REPRESENTATIVE QUOTES FROM TESTIMONY

REGIONAL HEARINGS ON EDUCATION FOR THE GIFTED

With confidence that our children are our greatest single national asset, we feel that every investment in them is an investment in our national future. Without a doubt, they who will make the greatest contribution to society, they who will provide the leadership and the brainpower...they are the gifted. As responsible parents, educators, citizens, yes, as taxpayers, we must invest in our national future.

(Parrino - Region V)

Conformity is precisely the cross upon which special education for the gifted hangs supine.

(Beer - Region X)

One of the things that concerns me is that practically none of the teachers we have been able to hire have had any preservice experience, either in courses for the gifted or experience with talented groups.

(McGuire - Region VII)

Unless the initial development comes from the Federal Government, we cannot rely upon State and local governments to bring from their limited resources, that thrust which is necessary to get these programs off the ground.

(Weintraub - Region III)

Quality programs develop where one person, usually not a line administrator, sees it in his interest to become an advocate for the gifted program. He organizes a group of people around himself and together they forge the climate essential to the development of the program. The more outside money the advocate has, the more help he can muster from outside and inside the district, and the stronger his position, the better the program.

(House - Region V)

The neglect of the education of this gifted child, whether he or she comes from a white middle class family in Forest Hills, Queens, or from a poor black or Puerto Rican family in Harlem, is a problem as great as any of the ills facing our society.

(Feit - Region II)

Every individual is unhappy unless he can exercise his outstanding talents. He is frustrated and this is the situation, I think, with many of our children today.

(Guilford - Region IX)

In November and December 1970, a series of events without precedance took place in American Education. Twelve regional hearings were conducted which allowed over 500 citizens throughout the country to state their views on the education of gifted students. These thoughts and ideas were to be carried back to the U.S. Commissioner of Education, Sidney P. Marland, for his consideration and action. This report is a part of that communication process.

Background

For many years, interested educators, responsible legislators and societal leaders have puzzled over the problem of how to educate the most gifted of our students in the United States where the public educational program was geared primarily to a philosophy of egalitarianism.

Three major facts have recently emerged from decades of study of this problem and make more urgent such concern. First, the monumental forty-year longitudinal study of fifteen hundred intellectually gifted children by Terman and his colleagues at Stanford University has shown that gifted children can be identified as early as the elementary grades. These children, in later life, often make outstanding contributions to our society; in the arts, politics, business and sciences. But Terman's report has also revealed, and subsequent research confirmed, that many talented children underachieve, perform far less than their intellectual potential might suggest. These results put the lie to the comfortable, but false, notion that intellectual talent can survive all sorts of educational neglect and apathy.

A third body of information, recently available, focuses on the loss of potentially talented and gifted students in minority groups.

It suggests that potentially talented students growing up in unfavorable social and educational environments can have their leadership or creative potential suppressed or diverted to a point where it is not visible in later school years.

The Congress of the United States has expressed its mounting interest and concern by passing a landmark addition to the Elementary and Secondary Education Amendments of 1969; Section 806, "Provisions relating specifically to gifted and talented children.' This amendment, unanimously passed in the House and Senate, provides for two specific changes in existing legislation. It makes explicit the congressional intent that the gifted and talented student should participate in federal education legislation and it directs the Commissioner of Education to conduct a study to:

a. Determine the extent to which special educational assistance programs are necessary or useful to meet the needs of gifted and talented children.

b. Show which existing federal education assistance programs are being used to meet the needs of gifted and talented children.

c. Evaluate how existing federal educational assistance programs can be more effectively used to meet these needs and

d. Recommend which new programs, if any, are needed to meet these needs.

This report is the result of part of the response of the Commissioner of Education to that mandate. In order to gain the maximum information regarding current status of education of gifted and talented students, and to provide a broad base of recommendations in terms of what action needs to be taken, the Commissioner called for regional hearings to be held in each of the ten HEW Districts.

Figure 1

H.E.W. REGIONS

Invitations were issued to the public and to specific persons known to be interested in this subject to give oral testimony on this issue. Table I indicates the places and the number of witnesses appearing at each hearing. It also indicates the number of people from each of the regiona who provided written testimony. The quick response to the hearings request was impressive. Two hundred and ninety-five witnesses appeared in twelve hearing sites to give testimony, often on very short notice. Another 265 persons felt strongly enough about the subject to write to the Regional Commissioners their feelings on the issue. As Table I indicates, there were, in addition, a total of 415 letters from parents stating their broad support for some positive action on this subject.

Table I

Hearing Sites for Education of the Gifted

Region No.	Place of Hearing	Dates of Hearings	Oral Testifiers	Written Testifiers
1	Boston, Mass.	Dec. 4, 1970	22	5
2	New York, N. Y.	Dec. 4, 1970	25	41
3	Washington, D. C.	Dec. 7 & 8, 1970	32	18
4	Atlanta, Ga.	Dec. 2 & 3, 1970	32	78
5	Chicago, Ill.	Nov. 18, 1970	51	0
6	Dallas, Texas	Nov. 19, 1970	13	11
7	Kansas City, Mo.	Dec. 7, 1970	22	13
8	Denver, Colo.	Dec. 2 & 3, 1970	13	2
9	Los Angeles, Calif.	Dec. 3 & 4, 1970	50	75
10	Olympia, Washington	Dec. 16, 1970	21	
10	Salem, Oregon	Dec. 15, 1970	7	22
10	Anchorage, Alaska	Dec. 12, 1970	7	
		Total	295	265

Parent Support Letters - 415

Analysis Procedures

Three major sources of information were used in preparing this report: A State Survey form, the oral testimony given at the time of the open hearings, and written testimony submitted for the record from the ten HEW regions.

The general definition of the gifted child that was used as a general guideline was:

> Gifted and talented children are those identified by professional qualified persons, who by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

State Survey. The State Survey form was prepared in the Office of Education and sent to each of the State Departments of Education. (A copy of the form is in the Appendix of this report.) The questionnaire attempted to inquire on several major dimensions of the education of the gifted. Among these issues were the availability of staff at the State Department level for gifted programs and the presence of enabling legislation for the gifted. In addition, inquiries were made as to whether planning or study groups were active in their state, whether special training provisions were available, what the major deterrents to state action might be, and to what extent the states were currently using federal funds for education of gifted programs.

Forty-nine of the fifty states returned the Survey form. In those instances where additional information or clarification was required on the basis of the State Survey, a phone call was placed to the person who carried the major responsibility for the completion of the form and additional information was obtained and placed in the analysis.

Oral Testimony. In the 12 sets of regional hearings (3 separate hearings were held in different parts of District X) verbatim transcripts containing all of the proceedings were obtained. (See Figure 1 for description of HEW Regions). Sample sets of the testimony were read by the staff, who had backgrounds in education and related areas, in order to gain a general feeling of the kinds of ideas expressed by the witnesses. A set of categories was developed based on these sample readings which allowed the readers to check the presence of various statements of needs and recommendations in the testimony. A copy of this analysis form is found in the Appendix of this report.

In general, the classification list helped to identify who the testifier was referring to when he discussed the term "gifted", what the educational needs of gifted youngsters were, and what major recommendations the testifier was making for education of gifted. The testimony of each witness was rated and notes made in the margin of the testimony. These notes were used to identify the particular category in the classification system. In some hearings a limited amount of time was alloted to each witness. Some witnesses, aware of these limitations, provided written testimony to supplement their short statement. The oral and written materials for one person were combined into one rating in such cases.

Several samples of testimony were then read and scored jointly by the analysis staff to establish a common reference base for the reader analysis. When the levels of agreement between judges reached a satisfactory level, the readers classified, item by item, the remainder of the testimony. These scores were then entered on IBM cards and a computer analysis summed the results of these classifications.

Written Testimony. A voluminous body of written testimony was also presented at the time the hearings were held. In some cases, such written testimony continued to come in for a number of days after the hearings themselves. The staff members read the written testimony, using the same analysis checklist that was used for the oral testimony.

Table 1 shows a total of 265 pieces of analyzed written testimony. The differences in solicitation for such testimony from region to region probably explains the wide differences in the number of submissions obtained. Published or prepared articles that were submitted for the record were not analyzed, however. Instead a list of these written presentations was developed and can be seen in the Appendix.

The outpouring of responses came from parents of gifted students was impressive. Over 415 parents wrote to say that programs for gifted were needed, or to ask that such programs continue. The feeling tone was strong, but they gave little detail with regard to specific needs or recommendations, so these letters were tabulated as one more indication of the hidden support that exists for action on this issue.

The results of these three sets of data; the State Survey form, the oral testimony, and written testimony may be seen in the following section.

ORAL AND WRITTEN TESTIMONY ANALYSIS

One of the most impressive features of the hearings held in 12 different cities throughout the country was the enthusiastic response of a wide range of persons to the opportunity to give oral testimony. A total of 295 persons; school administrators, teachers, parents, students, representatives of national organizations, all grasped the opportunity to say what they felt about the issue of educating gifted children in the United States. They presented their views on what the issues are and what the potential federal role might be. Many of these people had evidently been waiting a long time and have been concerned about the situation but had little chance for expressing their points of view. The group included a distinguished list of leading educators as well as ordinary citizens eager to have their say. A complete list of the witnesses are on file in the Office of Education.

In some instances the number of people wishing to testify was so great that those conducting the regional hearings had to limit the amount of time provided for any particular person to express his views. Knowing that, many people submitted written testimony to supplement their oral presentations. The written and oral testimony of those witnesses is combined to provide the fullest possible view of their attitudes.

While the statistics that were collected from the states are extremely informative, they do not convey the full intensity of feeling or the eloquence of expression of the various witnesses. Accordingly, the testimony analysts attempted to find particularly relevant or representative statements and extract those from the transcripts so that the various points made by the statistics would be given some degree of vitality and specificity.

Figure 2 indicates the type of person providing testimony. The greatest number of testifiers were administrators, representatives of national organizations and professors, all of whom have mobility to appear at such hearings. However, the number of parents, students, and interested citizens, school board members and legislators that took time out to appear was very impressive. The results of the oral testimony are presented in terms of answering some of the major questions raised by the testifiers themselves.

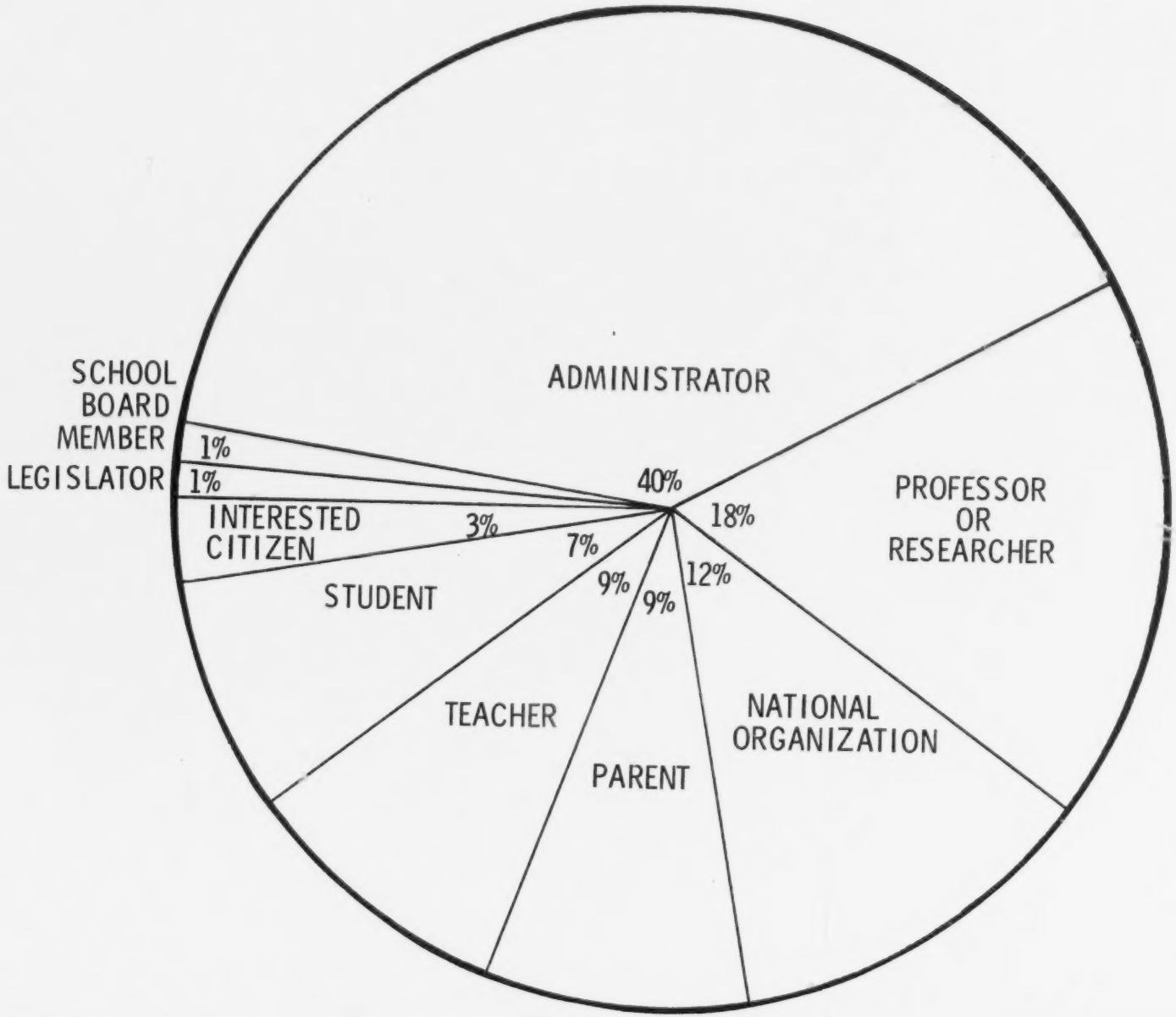
The witnesses referred most often to those gifted students in elementary and secondary school programs. However, 23% of the witnesses did mention the need for doing something specific for gifted youngsters early in their developmental period. This interest in preschool is significant, particularly in view of the fact that no state now provides special programs at the preschool level!

While two-thirds of the witnesses referred to the gifted in general terms without defining them or mentioning special subgroups, fully one-third did make special reference to specific subgroups of talented students needing special attention. Eighteen percent of the witnesses mentioned talented children coming from disadvantaged circumstances as a major focus of needed attention and 14$ mentioned underachieving or emotionally disturbed youngsters who have special intellectual talents. Also mentioned by about one out of every five of the witnesses were those youngsters extraordinarily gifted and those showing creative ability in a broad range of dimensions.

> The unidentified, untapped, undeveloped talents in our youth may be the greatest waste of potentially valuable resources in our nation...Furthermore, the

FIGURE 2

TYPE OF TESTIFIER BY PERCENT



> students are becoming patterned and programmed during these years so that to a considerable degree their future is determined and forecastable from their past. In other words, the longer that any talent or set of talents remains dormant and unused, the more confidently can it be predicted that the persons will never really use such potential talents in their entire lives.
>
> (Taylor - Region VIII)

> "...Every individual is unhappy unless he can exercise his outstanding talents. He's frustrated and this is the situation, I think, with many of our children today."
>
> (Guilford - Region IX)

> "...a child who is gifted and who has no opportunity to develop his giftedness is literally crippled."
>
> (Freeman - Region IX)

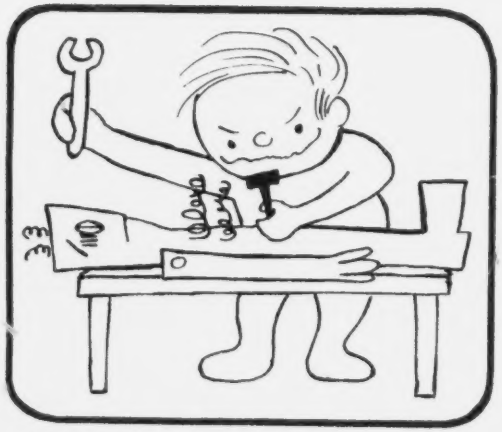
> When the goal of education is to fulfill each individual's potentials, children with high capabilities are entitled to the attention that will develop their capacities. The talented musical child needs a music program and teacher, the talented athlete needs a coach and an athletic program, the handicapped child needs a special educational service, and the intellectually gifted child needs an instructional program designed for his particular talents.
>
> (Stovall - Region III)

Program Needs

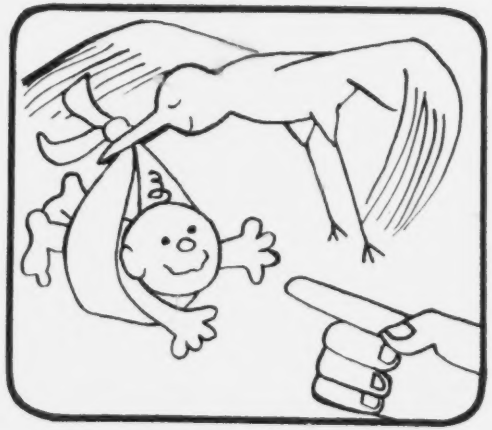
Flexibility. One of the major program themes that came forth in the testimony on program needs is the need to increase the stimulation of creativity and to provide for a flexible curriculum, or a new curriculum, that would more adequately serve needs of gifted students. All of these suggestions stress the inadequacy of the educational provisions that now exist for these youngsters. (See Figure 3). Individualization of instruction, a major educational goal, is clearly not being met, in the opinion of the witnesses presenting testimony at these hearings. The portrait painted by both the oral and written testimony is that present educational programs are a

FIGURE 3

PERCEIVED PROGRAM NEEDS FOR THE GIFTED

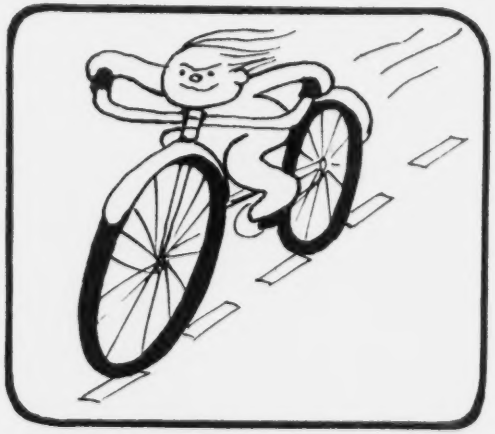


Increasing Creativity 38%

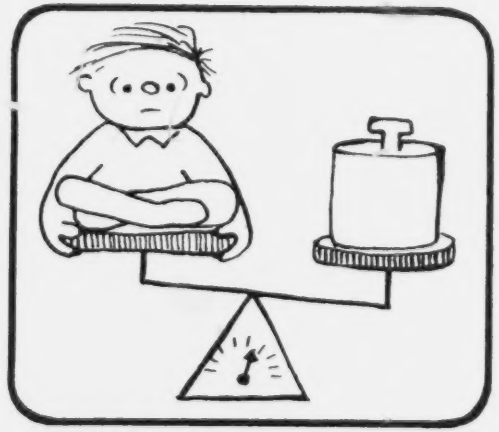


Early Identification 35%

New Curricula 33%



Proceeding at own Rate 26%



Effective Evaluation 21%

Extracurricula 15%

Procrustean bed upon which the gifted and talented student is squeezed and molded causing his initiative and creativity to be reduced or even totally submerged.

> They need more time, time without pressure to pursue their endeavors. They need less a rigid schedule and they become more involved than the other youngsters...He needs a different program... one that's less structured...one where he has time to think.
>
> (Crick - Region IV)

> He is expected to abide with programs that were not designed for him, programs that more often than not, drain off his enthusiasm and excitement while debilitating his sense of advanture. He awaits patiently for someone to help...His patience is too often rewarded with perfunctory tokenism.
>
> (Zaninelli - Region X)

> The curriculum should provide opportunities to use all facets of the intellect in challenging and relevant ways. Instruction should engage the higher thinking processes of analysis, synthesis, evaluation and application.
>
> (Jordan - Region V)

Early Identification. A second major theme is the need to identify gifted youngsters early in their school career before unfavorable effects, such as those described above, have had a chance to influence the development of the child. The implication, however, which underlies the idea of early identification is that there would be a specific program follow-up after such identification. The point was made by a number of the witnesses that merely finding the youngsters will do little good unless there is some kind of program designed to meet their particular needs.

> ...we go on down into the pre-school period, where children are still "not spoiled", by peer groups, by school programs into which they are forced to be conformists. We encourage creativity, we say, and yet we insist on conformity. We encourage individuality and insist on group acceptance. We want

> everybody to, "do his own thing," and yet he's got to do it the way I tell him to. Now the child who is gifted can see through these subterfuges, his thought processes are working differently than we think, and he rather resents this after a while.
>
> (Rosenstiel - Region II)

> Perhaps the most critical one [need] relates to the early identification and nurturing of talented and gifted children at the primary and even preschool level and particularly for the disadvantaged economically disadvantaged and culturally different child.
>
> (Youngland - Region VII)

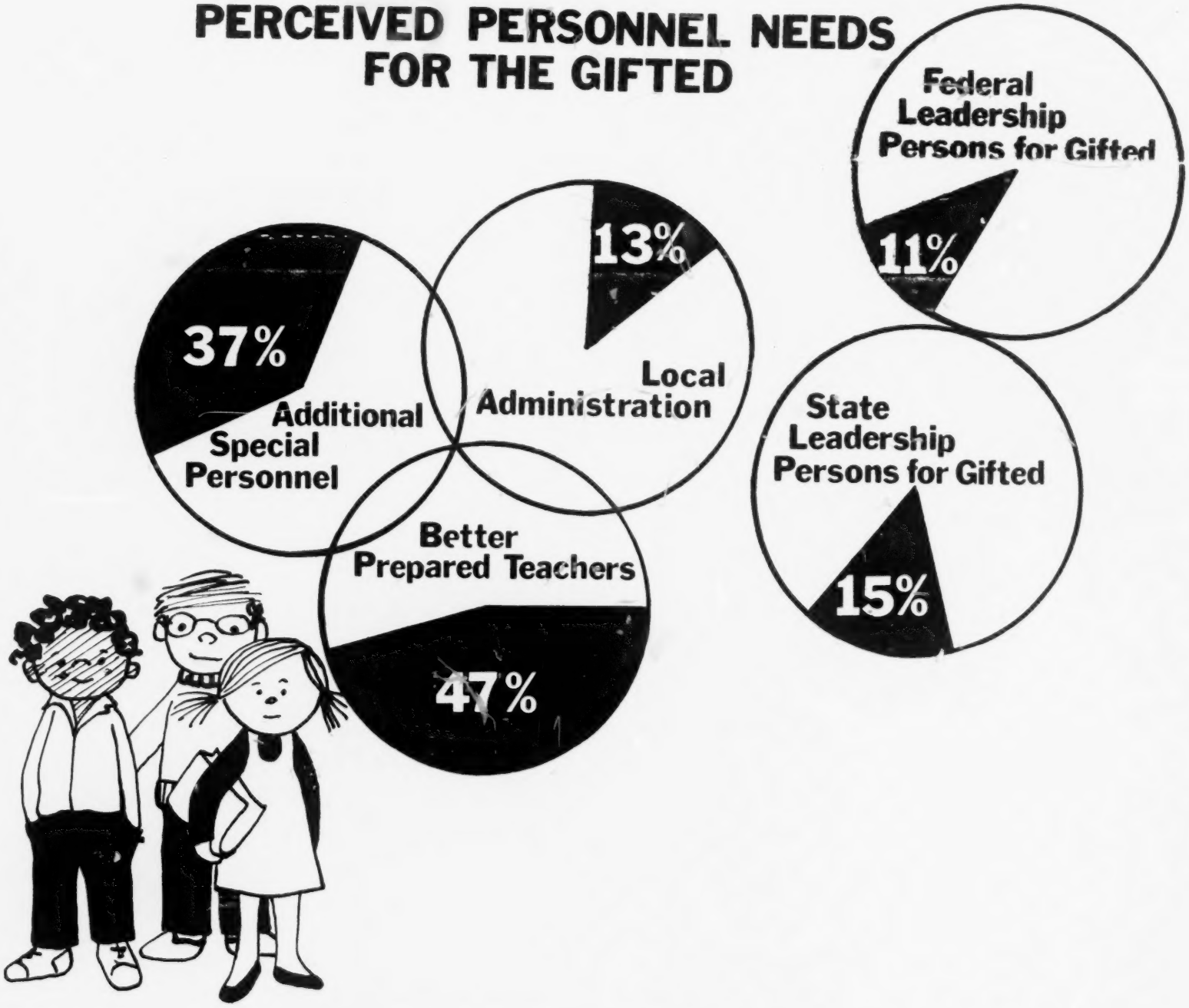
Personnel Needs. A special area of focus at the hearings was personnel needs. (See Figure 4). Given the diversity of the backgrounds of the testifiers and the lack of directedness of the hearings, it is quite remarkable that 47% of the testifiers stressed the need for better prepared teachers. Interestingly, teachers themselves often shared the view that they are not adequately prepared to deal with the unique challenges of this group of students. A wide variety of specialists, para-professionals, psychologists, counselors, media consultants, etc. - were requested to support the teacher in her challenging task!

> One of the things that concerns me is that practically none of the teachers we have been able to hire have had any pre-service experience, either in courses for the gifted or experience in talented groups.
>
> (McGuire - Region VII)

> You simply cannot teach this kind of a child, especially in the high school and junior high school, the same way you teach other children. Ordinarily a good teacher will try hard and do very well, but she will need special training. There is no questions about it.
>
> (Baler - Region I)

Figure 4

PERCEIVED PERSONNEL NEEDS FOR THE GIFTED



> Teachers need more planning time, teachers need additional supportive staff, counselors are needed, school psychologists are needed!
>
> (Perkins - Region X)

> Many teachers want to do well by the gifted... but they simply don't know how.
>
> (Houck - Region X)

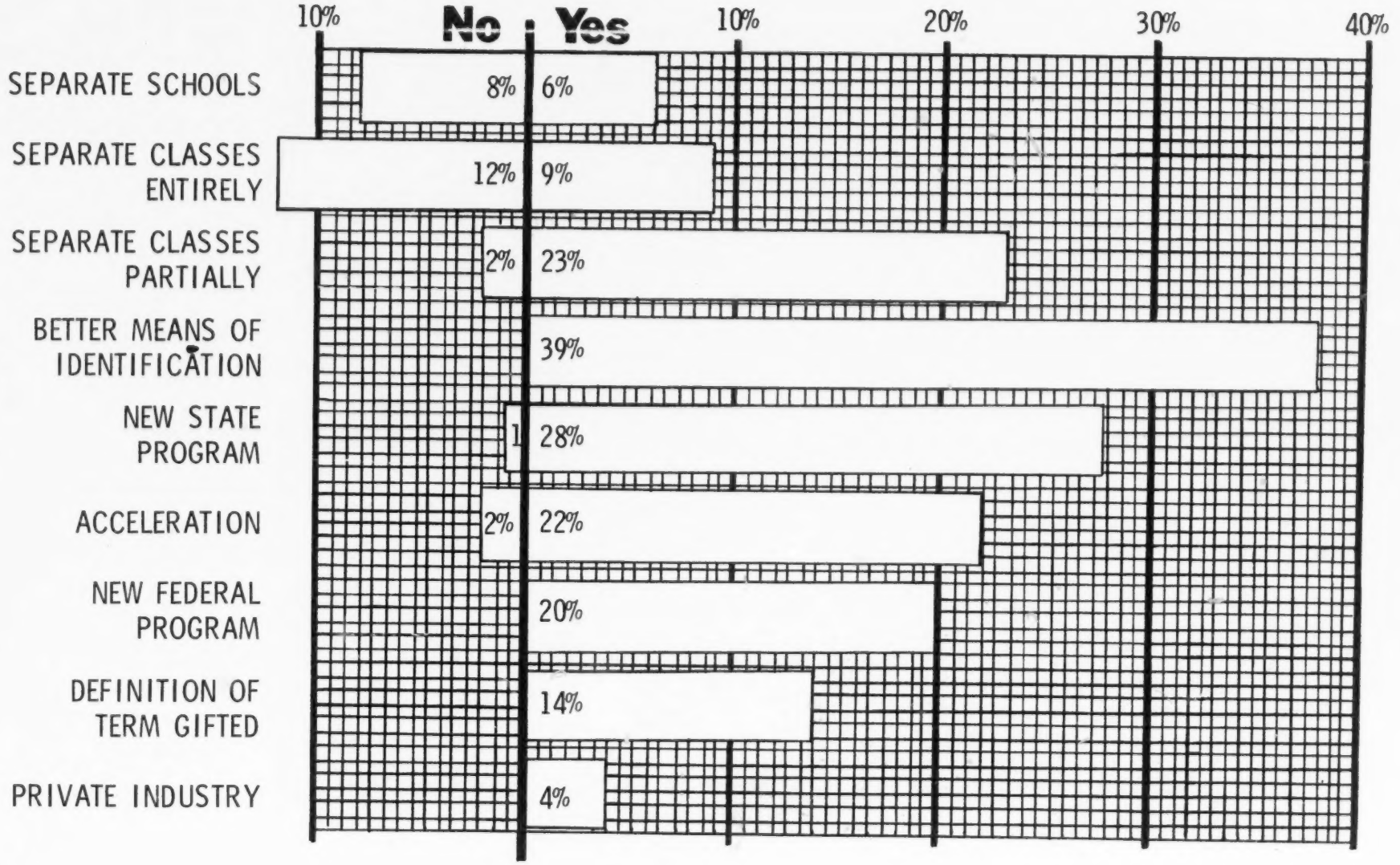
> I don't think you can take the average teacher and have him teach the gifted child. I think you need a very special teacher. I think you need a teacher trained specially in methodology, a teacher that is very well equipped in content area.
>
> (Cross - Region VII)

By contrast, less than 15% of the witnesses felt an urgent need to provide state and federal leadership persons who would have responsibility for the gifted. In general, unless the testifier was involved in the administrative problems of the school system himself, the visible person, the teacher, in contact with student, received his attention. This theme was conclusively borne out in the written as well as the oral testimony. The contrast in favor of the number of witnesses who voiced need for better prepared teachers as opposed to the number who voiced need for leadership personnel is an even greater one in the written testimony.

Organizational Needs. A second major area wherein one could create the environment for a better educational program for the gifted falls under the heading of organizational needs. As Figure 5 illustrates, the desire for specialized program and individualized curriculum for the gifted does not necessarily imply that the witnesses wish special or separate facilities or even separate classes for the gifted. In reviewing the testimony, it is clear that the most desirable pattern is perceived as a separate program for a part of the day. This separation was viewed as necessary to provide the challenge and opportunity for the gifted student to grow to his potential.

FIGURE 5

PERCEIVED ORGANIZATION NEEDS
FOR THE GIFTED



Twenty-three percent of the witnesses mentioned programs of that sort favorably, while only 2% opposed such programs. Contrast this to the notion of separate classes entirely, where, of those who mentioned the possibility, more witnesses opposed it than favored it. (See Figure 9). This result holds true for the idea of separate schools as well. The picture which emerged from the written testimony was slightly different. Those writing in their views favored all 3 arrangements; but like the oral testifiers, they approved most strongly of partial separation.

Another interesting aspect of testimony in the organizational area is the strong positive view held toward various acceleration programs or the more rapid movement of the student through the educational program. There have been many people who have opposed acceleration in the past but the growing length of the academic program may have led some people to favor reduction of the total number of years in school.

> It has been said that special classes for the gifted child alienate him from average children, but beyond a very young age, this child already knows he is different. I believe that from a psychological viewpoint a class with others of his own ability level is far more healthy than one in which he is always at the top without exerting himself, surrounded with others of like abilities and interests, he can be himself without fear of social alienation from the group - a very real hardship for a child.
>
> (Osborne - Region III)

> Intellectually gifted children need the stimulation and challenges afforded by their peers, and they need opportunities to evaluate their skills in these terms.
>
> (Sandvick - Region V)

> Semi-separation is perhaps the most ideal way of providing for the gifted. In this plan children spend part of their day in their home room with heterogenius classes and part of their day with other gifted children. This is a more normal and more realistic form of grouping. In this way the child is able to see himself in perspective, no longer is he the very smartest in the room, there is the time when he has the challenge of others who think as quickly and as well as he does."
>
> (Anthony - Region I)

> Partial or Separate Classes - "I think the child should not be isolated in his school experience from other children. I do feel, however, that there is great value in having the Gifted Children get together for short periods of time to interact and to spark each other."
>
> (Sivak - Region II)

> American education is known for the ideal to develop the individuals potential to the fullest capacity. The provision of classes for the intellectually gifted is an effective means to that end.
>
> (Wu - Region II)

> We would opt for a partial grouping which would permit the gifted to be with their own intellectual peers part of the day and be with average children part of the day, because this will give the child perspective on his ability in terms of how he relates to his own peers as well as how he relates to a larger population.
>
> (Isaacs - Region V)

Societal Needs. It is not uncommon for arguments about education for the gifted to stress not only the individual rights of the gifted student, but also the major contributions that these students can make to society. It is fair to say that the gifted child was perceived as the child most capable of dealing with the needs of American society by those who testified at the hearings, especially by those who wrote letters to the regional commissioners. Most frequently mentioned was the gifted child as a major national resource and how

the future of the country depends on him. The second most mentioned characteristic fit into the general dimension of the need for future leadership from this particular group.

There has been some suggestion that it took a crisis situation to stir action on the gifted in 1958. At the time of that crisis, the launching of Sputnik, much was made of our competition with hostile nations as a reason for supporting educational legislation through the NDEA training program. Only 1% of the witnesses mentioned such a motivation at the present time, as opposed to 12% of the witnesses who mention the need for a broader humanistic base to our society and the role of the gifted student in providing such a base.

> One obvious reason for giving our gifted and talented children an optimum chance to develop their maximum potential is that now and in the forseeable future we need leadership.
>
> (Olson - Region V)

> The urgent need to tap the personal resources of all gifted students and especia-ly of the turned off, tuned out student and the less productive student is felt more keenly now than perhaps ever before. In seeking creative solutions to national, global and special problems our nation will need to cultivate and develop its total reservoir of talent and leadership.
>
> (Jordan - Region V)

> Follow-up studies of the gifted indicate that they are the persons who make our great scientific and medical discoveries, write our great music and books, and help us to solve our social problems... To shortchange these potential contributors is not only state and national suicide, but conceivably the harbinger of global atrophy.
>
> (Rothney - Region V)

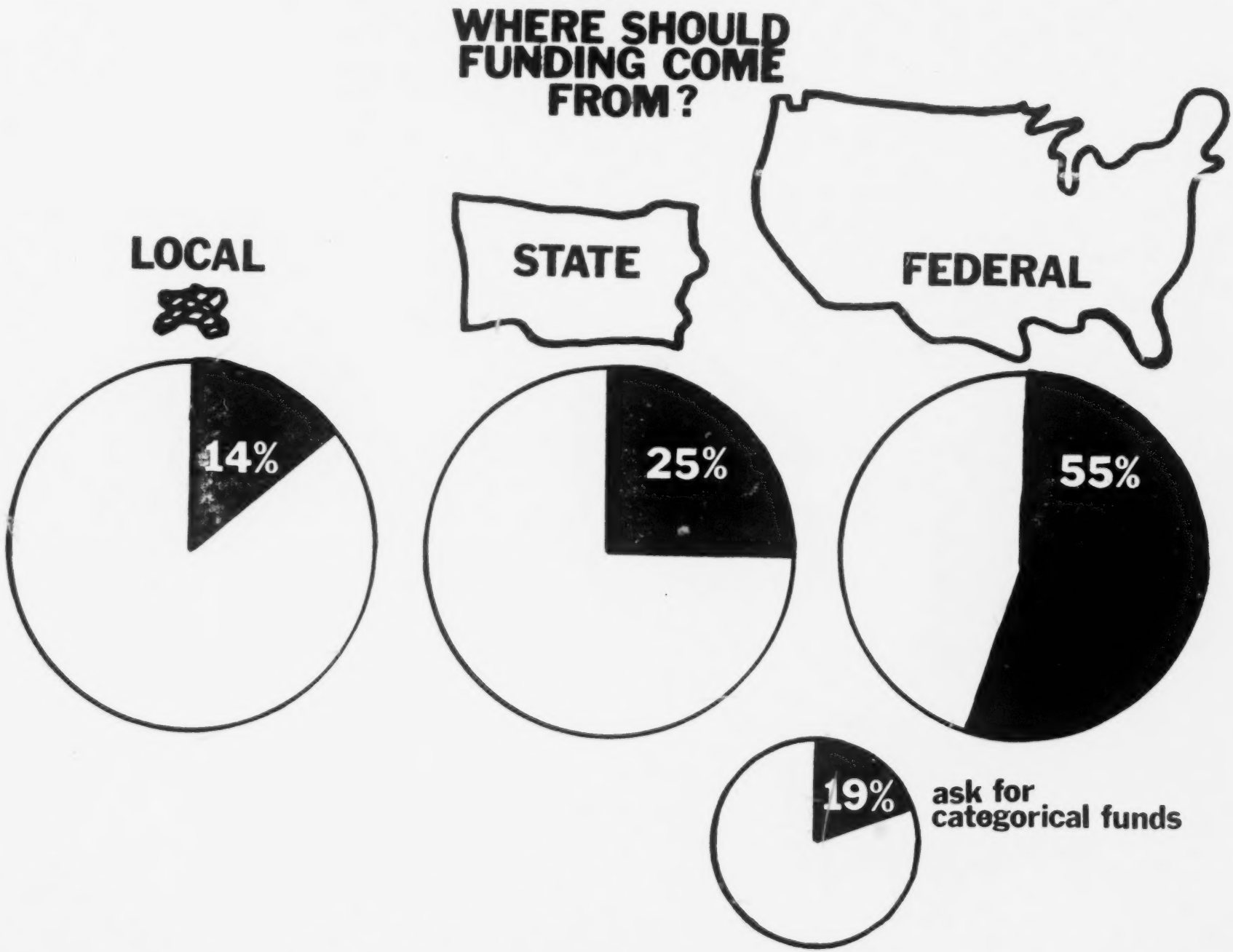
RECOMMENDATIONS - ORAL AND WRITTEN TESTIMONY

The state survey results were very clear in stating that the major deterrent to effective program action for the gifted at the state level is lack of sufficient funds and the accompanying low priority for programs for the gifted. Accordingly, special attention was paid to the comments regarding needed financial support in the testimony of the witnesses. The analysts were encouraged to be conservative and to check an item only if explicit statement was made. For example, if a statement was made requesting new programs, such a statement was not judged sufficient to check the category on need for more money even though such programs would require financing. Such a need had to be stated explicitly in order to be coded under financial support.

Federal funds needed. The pattern shown in Figure 6 is clear and constant across regions. Essentially 55% of all the witnesses mentioned the need for increased federal support of funds, whereas only 25% mentioned the need for increased state support and only 15% suggested that such support should come at local level. If more funds are going to become available for this area, it is unrealistic to expect them to come at either the local or the state level. It was felt that the federal government, which has somewhat more leeway to view long range societal problems, could and should provide this kind of support.

A constant theme of the witnesses was the importance of federal money to get programs going, to provide seed money, to be the catalyst, to provide for cooperative efforts at all levels of government.

Figure 6


WHERE SHOULD FUNDING COME FROM?
LOCAL
STATE
FEDERAL
14%
25%
55%
19%
ask for categorical funds

> There is need for a basic Federal support program to States to assist in...the initial development of education programs for the gifted child...unless the initial development comes from the Federal government...we cannot rely upon State and local governments to bring from their limited resources that thrust which is necessary to get these programs off the ground.
>
> (Weintraub - Region III)

> In our state, too, federal money is needed. I don't think it is going to be needed necessarily over a long haul...I think it is going to be needed in what I call 'seed money' to begin an operation within a school system.
>
> (Tronsgard - Region VIII)

> The present program we are running, I think, proves a few things. It has proven to us that financial stimulation does motivate administrators to develop programs for gifted children.
>
> (Ronvik - Region V)

Earmarking Necessary. In view of the nondirected nature of the testimony, a surprising 19% of the witnesses spontaneously mentioned the need for categorical or earmarked funds for programs for the gifted. The gist of their argument was that if there is to be any hope that the funds would be spent on the gifted, then those funds must be explicitly directed to the gifted. This concern seems amply justified when set against the information obtained from the State Survey. That survey data clearly indicates that the addition of general federal funds to the existing state funds did little to help programs for the gifted. It further indicates that money will continue to be channeled primarily into areas of immediate crisis unless some deliberate earmarking or restriction is placed on it.

> Federal funding for the gifted should be in addition to and not in place of existing funds for innovation.
>
> (Solomon - Region IV)

> I am afraid that unless the legislature earmarks funds for gifted programs at the federal level, it is never going to get down to us, because they are going to find other uses for it.
>
> (Bevan - Region III)

> I do believe federal support is necessary for us, but I feel funds should be clarly earmarked for identifying and educating fited and talented, otherwise there will be a great temptation to divert funds into existing and not very well defined areas.
>
> (Boger - Region IV)

Training and Research Needed Too. The witnesses had in mind more than just the delivery of additional resources to the local school system to aid the gifted. They want support features that bring quality to the service programs, i.e., research, development and training. Slightly over 20% of the witnesses spoke in favor of more research and more program development funds, suggesting the need both for more knowledge and more innovative programs. This recommendation follows naturally on the needs stated for new curricula and new ways to stimulate creativity.

Better teachers. The strong need for better preparation of teachers is also reflected in the category by recommendations regarding training in which more inservice training and preservice training is called for and the federal government is seen as the catalyst.

> .....federal scholarships are needed for teachers interested in specializing in the education of talented and gifted children. Lots of teachers want to teach gifted...But just because a teacher wants to and because a teacher may personally be gifted, doesn't necessarily mean that this teacher knows how to teach gifted children. They need college work. They need in-service training.
>
> (Dyer - Region IX)

> .....I haven't heard anyone address himself to the topic of teacher training. I feel this is awfully important that any federal subsidy consider heavily subsidizing teaching training at the university and teacher college level. There are a number of aspects that are qualitatively different and should be included in the training of a teacher of the gifted.
>
> The teacher of the gifted should have training in acceptance of creative children...The teacher of the gifted should have special training in fostering abstract thinking. The teacher of the gifted should have special training in the use of the libraries and should have had extensive work in library science where she can assist the youngsters in digging out material that she would not have at her fingertips. The teacher of the gifted should be an intellectually curious and bright individual herself. I think that if federal fellowships were available for future teachers of the gifted, we would be able to provide ideal practicum settings for such future teachers.....
>
> (Magary - Region IX)

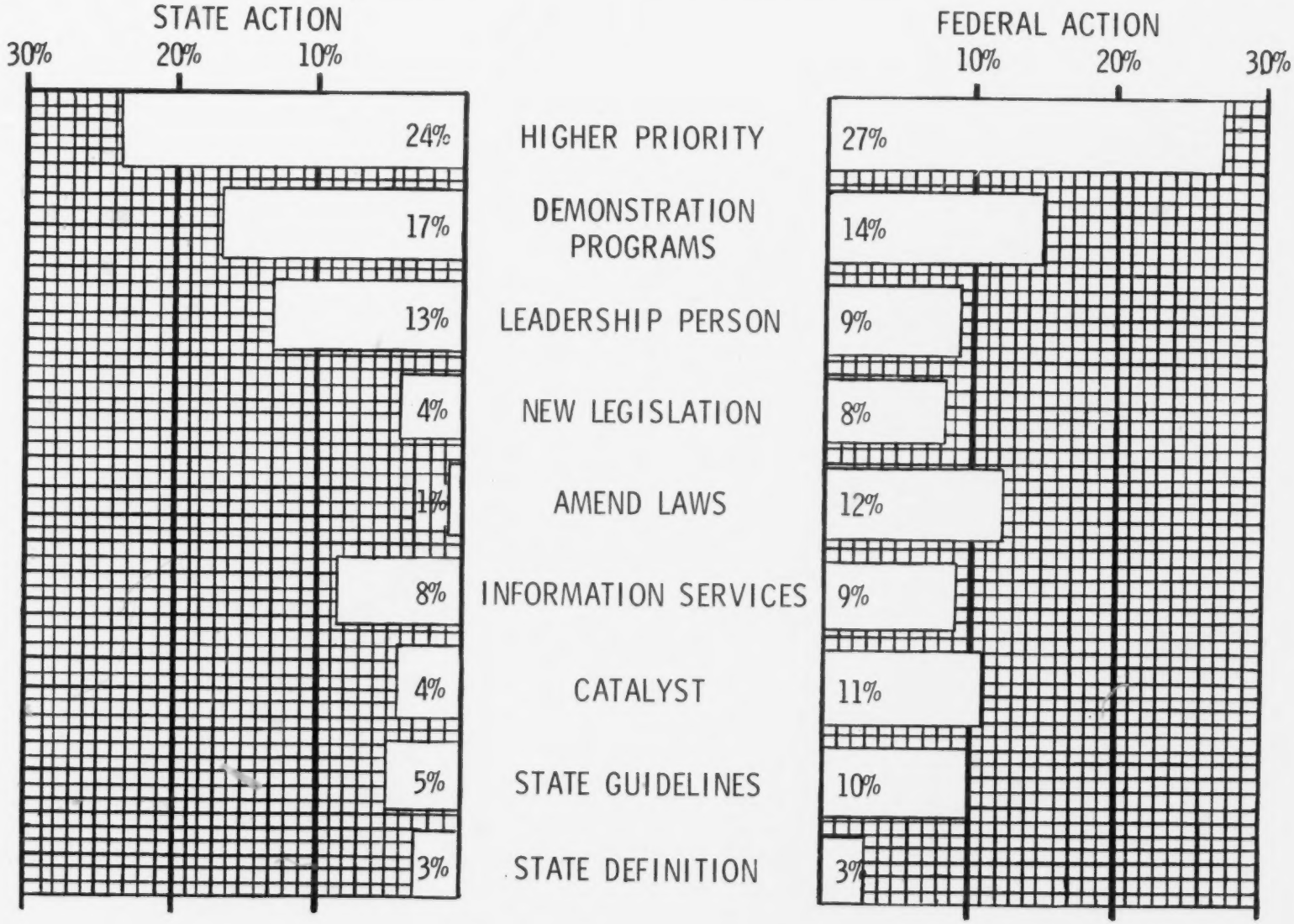
In terms of the need for greater training for teachers, witnesses at the hearings were rather evenly split between the need for more inservice training programs which would retrain teachers already on the job (35%), and the need for more pre-service training (28%). Their articulately voiced pleas for additional pre-service training evinced acute recognition of the need to improve the training programs in existing training institutions. Additional training for specialized personnel and administrators was also strongly recommended.

While written testifiers showed no less a sense of urgency regarding the need for training, the majority of their responses fell into the general category of "training," rather than in the more specific categories of preservice and inservice training.

State and Federal Action - Who Should Do What? Figure 7 summarizes the comments of the witnesses with regard to recommended state and federal action. In many respects the federal and state roles are

FIGURE 7

PERCEIVED CHANGES IN STATE/FEDERAL ACTION FOR THE GIFTED



perceived as being the same- A large number of witnesses expressed concern that gifted programs be given a higher priority at both state and federal levels.

Model Programs. Development of model or demonstration programs to illustrate the best of current educational practices and give greater visability to the program is also mentioned by a substantial number of testifiers, especially at the hearings.

> Our priorities have not been aimed in the direction of helping people who are most capable of providing us with the kinds of leadership and solutions that our country will need in the future. Hopefully, it (help) will come from a realignment of priorities at the national level. States and school districts desperately need federal support to aid in the development of adequate programming for the gifted and talented youth of America.
>
> (Dudley - Region VII)

> I think that it's a national problem, and I think it's one of top priority. I think that you are talking about a national resource, and therefore, it's a national problem to be solved at a national level.
>
> (Anthony - Region VI)

> The federal government should seek to have some exemplary projects.
>
> (Moore - Region IV)

> We need...a model demonstration program that will help in training teachers.
>
> (Embree - Region IV)

There is indication that the federal role should be different from the state role in one major respect. There was a tendency of witnesses to see the federal government playing a catalytic role and the state as playing an implementation role. In general the witnesses expect the state to play the biggest role in the development and implementation of programs while the federal government's role was to provide the technical assistance and the fiscal resources to help the programs on their way. The need for leadership was stressed again and again.

> Quality programs develop where one person, usually not a line administrator, sees it in his interest to become an advocate for the gifted program. He organizes a group of people around himself and together as a team they forge the climate essential to the development of the program. The more outside money the advocate has, the more help he can muster from outside and inside the district, and the stronger his position, the better the program.
>
> (House - Region V)

> ...A bill will be introduced in January of '71...that state money will be appropriated to appoint a full-time person to be responsible for the education of gifted youngsters in the State of Arkansas.
>
> (Cornish - Region VI)

What can aggressive leadership do? While much fine testimony was given on this point, there was one outstanding example - the testimony of Dr. William Vassar from Connecticut. His presentation is given in its entirety on pages through as a concrete illustration of the impact of one man in a position of leadership.

Innovative Ideas

The presentation of testimony is not the ideal way of generating complex new plans or programs but a large number of interesting ideas were put forth and a few of them are noted here.

> Resource Room
> I would like to see a resource room or a learning center where all types of children may go, the gifted and the handicapped...He would not be stigmatized, the gifted child, if he went there and received the individualized kind of instruction that we as educators have so constantly tried to put forth.
>
> (Chrtman - Region III)

> Center for Arts
> We found...in our Pennsylvania Center for the Arts Projects that there are considerable numbers of talented children in the area of dance, graphic arts, art, music, and this sort of thing that are not being provided for in the regular school

program...We should be continuing to look for and help those young people who perform consistently in a superior fashion in some socially accepted line of human endeavor.

(Carroll - Region III)

Information Service

We think we need a vast information dissemination system.

(Carroll - Region III)

...a dependable reservoir of data...for curricula offered to the bright. I should think it very effective to amplify such a Washington-based service with regional centers.

(Laycock - Region V)

...gather the known, existing good approaches and programs for educating the gifted and talented...

(Olson - Region V)

Demonstration Centers

...they [demonstration centers] have provided an opportunity for thousands of teachers to visit exemplary programs, talk to other professionals, and compare methods of solving their mutual problems. The concept of individualization of instruction has become largely accepted through the efforts of these programs which have, at the best level, provided an inspirational demonstration of educational method or atmosphere, or at the worst, merely an opportunity to visit another school and another teacher's classroom.

(Hardy - Region V)

New Legislation

The Council [of Exceptional Children] recommends the establishment of a Federal program similar to Title 6B of the SEA that would:

1. Require states to establish a plan for meeting the needs of gifted children.
2. Provide grants and aid to the States to assist them in fulfilling the provisions of the plan.

(Weintraub - Region III)

Internships for Children

I would suggest things like...the whole concept of internships for children who are talented and creative and gifted, the kind of ability, for example, for the child who has great ability in leadership ability, to be able, for example, to have an internship with, let's say a Mayor, or local government, to spend part of his

school day on the job so to speak, in working and learning about government in that setting.

(Weintraub - Region III)

Expansion of Bureau for Handicapped

We recommend that the Bureau of Education for the Handicapped be designated as the home base for O.E. activities for gifted and talented children with authority and personnel to coordinate O.E. activities in this regard. We further recommend that the Bureau's name be changed to reflect this expanded function.

(Weintraub - Region III)

Federal Consultants

I would keep the Office of Education in the consultant service business for people mainly in state departments who are going to work with district or county supervisors...it takes a person who has had some years of experience and concern to provide the kind of consultation service.

(Bish - Region III)

National Teams of Trained Personnel

The establishment of national teams of trained personnel, similar to that of Illinois' Area Service Center teams, which would work with the individual states in designing state-wide in-service programs is a necessity. A national study and evaluation agency, under the auspices of the Office of Health, Education and Welfare, should be established to help plan in-service programs, investigate methods for presentation of the workshops, and to design and create tools necessary to meet the needs of individual state workshops.

(Mitchell - Region V)

Advisory Committees

...we would hope that there would be a requirement of a State Advisory Committee that would be picked generally from the public, and that this Advisory Committee would be used...to guide the development of programs and to make the public aware that we have large numbers of children that are not being served, and that this is our responsibility in order to help them all achieve their maximum potential.

(Carroll - Region III)

The Federal legislation must require advisory councils made up of both professionals and lay persons.

a. A national advisory council should be formed to provide continuous advice to Congress and to direct the development of necessary guidelines.
b. Local advisory councils should be formed whose prime function would be to close the gap between school, community, and young people.
c. State advisory councils should also be formed whose prime function should be to generate new and imaginative training programs for professionals.

(Rogge - Region V)

Teacher Training

The development of creativity in teachers must begin if one is to expect young people to be creative.

(Askew - Region III)

...this district has...provided inservice training for faculty members in creative thinking, identification of gifted children, analysis of teaching, and self assessment. We have arranged for faculty member visits to state demonstration centers, conducted summer institutes, and held workshops in individualized learning. In my opinion, no other program has been as stimulating of desirable change in educational practice. None has been as influential in causing faculty members to think of children as individuals and to be concerned about the development of individual potential and talent.

(Crone - Region V)

Teachers and administrators need training with special concern for exceptionally capable children in child development, learning theory, diagnosis of learning ability, and in techniques for stimulating creativity, stimulating upper levels of thinking, individualization of instruction, decision making, and assisting independent study.

(Crone - Region V)

Scholarships and Fellowships

We recommend that The Bureau for the Education of the Handicapped expand its authorization under Public Law 91-230 Part D, to grant scholarships and fellowships to teachers and supervisors of the gifted and to offer support programs to colleges and universities for sequential education programs for the gifted.

(Marshall - Region VI)

Television

We would like to propose then, that one of the most efficient economical costs-benefits ratio way of getting to the gifted in these critical early years is through television.

(Koos - Region VII)

Public Relations

Therefore, it is recommended that the federal and state office of education encourage and support professional writing convering all aspects of giftedness. It is expected that such writing would include books, articles in magazines and journals and newspaper coverage of needs, legislative actions and programs. Second, that stimulation be given to producing programs to be presented by radio and TV. Third and last in this area, that films be produced that would serve as aids in teacher education, parent education and be useful in public relations programs.

(Bonnett - Region III)

Library Media Center

I would propose that the school library media centers can provide the facilities, the equipment, the materials and the personnel which can give support and guidance to this kind of individualized instruction need for the gifted.

(Chisholm - Region III)

Private Sector

I recommend to the U.S. Office of Education that particular attention be paid to the Lyceum of the Monterey Peninsula which is successfully offered to gifted children without cost to the taxpayer.

(Boynton - Region IX)

Lyceum of Santa Cruz County

Lyceum's primary work is to provide facilities, support and co-ordination for a wide range of seminars, workshops, field trips, conferences and other study groups and to bring exceptional students into close contact with successful and exceptional members of the adult world. Students pay no tuition, and the services of directors, group leaders and Lyceum staff are volunteered. Lyceum of Santa Cruz County requests creation of "Resource Centers for Talented Children" in district or county areas where the following may be found:
pre-school screening facilities
testing and counseling services

materials center
"creative" library facilities
consulting services for school personnel
center for local research projects
center for information dissemination on research, programs, etc.
housing for student museum
housing for student learning-research centers in science, math, humanities
photograph and film-making laboratory
auditorium facilities for dramatics, movement, dance, music, and art forms
This would be a center where ongoing education can occur for students as well as parents, teachers, and other talented non-teaching members of the community. A place where exceptional children can encounter an exceptional environment in which to flourish.

(Buchanan - Region IX)

Does the federal government belong? In view of the many discussions that have been held in education over the last decade regarding the role of federal government, it is useful to point out one striking statistic from all of these hearings. Of the 969 witnesses voicing their own ideas on education for the gifted, not a single witness stated that he is against federal participation in this program! Whether the person was student or administrator, private citizen or State Legislator, he appeared to share the almost universal conviction that the federal government will have to participate and has a responsibility to play a significant role in program development for the gifted.

The talented are also a nation's resources and therefore the nation's responsibility... Federal support should be earmarked for developing of comprehensive plans, recruiting and training personnel, building and renovating facilities and supporting model demonstration programs.

(Abney - Region IV)

> We should have national coordination, state control and programs that are locally initiated.
>
> (Prickett - Region VI)

> I hope to impress upon you that these needs currently are not being met and in the future probably cannot and will not be met from State and local resources. The fate of our gifted children does rest upon you. [Federal Government]
>
> (Sutton - Region X)

There was a limited emphasis upon the amendment of existing laws at the state level. This is perhaps due to the general recognition that many of the states already have laws in this area and that what is needed is resources to carry them out, rather than new or changed legislation. In contrast, at the federal level there is some desire to amend federal legislation suggested by 12% of the witnesses.

> I suggest that we follow the lead of the federal government and amend by inserting a sentence there after the words 'handicapped children' and adding the following 'and for gifted and talented children.'
>
> (Sjolund - Region X)

> Congressional action is needed if we are to set in motion adequate selection machinery and consequent school programs suited to the wider definition of giftedness. Otherwise progress will remain fitful, depending upon local and often idiosyncratic interest, allied to only one or another partial aspect of a broad definition.
>
> (Laycock - Region V)

> We recommend that the Bureau for the Education of the Handicapped expand its authorization under P.L.91-230, Part D, to grant scholarships and fellowships to teachers and supervisors of the gifted and to offer support grants to colleges and universities for sequential educational programs for the gifted.
>
> (Marshall - Region VII)

> The Association for the Gifted believes that only through Federal activity at this time will anything

> of a long range, positive, extensive nature be possible. A triple first priority exists...first, a fellowship program to prepare educational, research and administrative leaders. Second, the upgrading of State Departments of Education under Title V ESEA - the categorical assignment of at least one full-time professional in each state. Third, at least one full-time professional leadership position at the Federal level. Second in priority is the establishment of a series of regional network demonstration programs and centers. Third, an estimated attempt to put practitioners in the field must be made. Fourth, a research effort including continuous evaluation of all on-going programs is the one way to assure maximum generation of new knowledge and reliable implementation of old.
>
> (Vassar - Region I)

> Here are some suggested ways in which the Federal government can help: 1. Establish some specific leadership in gifted-child education and talent development at the Federal level in the U. S. Office of Education; 2. Help to establish some leadership in this area at the State level in States where there is presently a void; 3. Establish and fund research pilot projects throughout the nation to re-examine identification procedures and to experiment with innovative program designs; 4. Set up a national information retrieval and research dissemination exchange system specifically for gifted-child education and talent development; 5. Extend financial assistance to those educators being trained to work with gifted children.
>
> (LaSalle - Region I)

Regional Differences. A separate analysis of the data collected from the oral and written testimony was conducted region by region in order to observe whether there were striking differences between the perceived needs or attitudes from one part of the country to another. By and large, the results of the testimony from one place to another has a striking sameness to it. The same needs and the same recommendations were voiced again and again.

These results confirmed the State Survey data which includes very similar statements from all regions regarding what deters them

from further program action (i.e. need for money, leadership and priorities going to crisis issues). Differences could be noted between those regions that seemed fairly well developed in terms of legislation and programs and those regions that seemed to be in an initiatory stage in developing special program efforts for the gifted.

Table 2 compares the testimony obtained from two districts that have a history of more developed programs (III, V) with the testimony obtained from two districts that have less well developed programs (VI, X). The witnesses from undeveloped areas concentrated their testimony on the need for teachers and supplementary personnel. They were little concerned about state or federal leadership problems. This suggests that until something happens at the local level, there is little stimulus to think about regional or national issues.

On the other hand, the witnesses from the well developed areas, where there are a number of local programs for the gifted, placed a much higher emphasis on the need for state and federal leadership.

A similar difference in emphasis is seen when we look at Table 4, Recommendations for State and Federal Action. In the undeveloped regions great stress is placed on increasing priorities for the gifted at both the state and federal level. In contrast, the well developed regions place little stress on general requests for higher priorities and are much more specific with regard to the kinds of state and federal actions that should be taken.

Fifteen percent of the witnesses from the developed area saw the Federal Government as playing an important catalytic role in program

Table 2

REGIONAL DIFFERENCES
BY LEVEL OF DEVELOPMENT

Personnel Needs	High-Low Development	High Development
Special Personnel	52	31
Better Prepared Teachers	49	38
Local Administration	20	12
State Leadership	7	25
Federal Leadership	2	16

RECOMMENDATIONS	Low Development		High Development	
Federal & State Action	STATE	FEDERAL	STATE	FEDERAL
Higher Priority	48	53	11	14
Model & Demonstration Programs	28	13	15	13
Leadership	11	2	20	14
Catalyst	3	4	4	15
Amend Laws	8	14	0	17
New Legislation	2	2	2	14

development and 14% saw the need for new federal legislation and for specific assignment of responsibility to someone at the federal level for programs of the gifted.

It appears that some degree of program maturity and development is almost necessary before thought is given to systems needs and administrative problems. When one is starting from scratch, we are restricted to general statements of needs, a request generally unspecified except for the cry for more resources, and more emphasis on action at the local level.

Differences by Type of Testifier

An additional analysis of the oral and written testimony was performed to compare opinions expressed by different types of testifiers. While there are numerous similarities among all types of testifiers on the needs of gifted students and the recommendations, there were some notable differences (see Table 3). In program needs, student testifiers voiced great interest in being able to set their own pace in school and in obtaining greater opportunities for creativity and no interest at all in early identification. Table 3 reveals that administrators and school board members are more balanced in their concern. They tend to feel that simply identifying the gifted student early is as important as giving him suitable curricula and suitable pacing once he has been identified.

Teachers, administrators, and school board members indicate that better prepared teachers and various specialized personnel are badly needed to educate the gifted. Some school administrators felt that leadership personnel at the state and federal levels were crucual to

Table 3

APPARENT DIFFERENCES BY TESTIFIER
(Expressed in percentages)

	STUDENTS	TEACHERS	ADMINISTRATORS	SCHOOL BOARD MEMBERS
PROGRAM NEEDS				
Early Identification	0	23	31	38
Proceeding at own Rate	42	23	24	38
Increased Stimulation of Creativity	54	58	34	25
PERSONNEL NEEDS				
Special Personnel	4	35	39	38
Better Prepared Teachers	58	42	43	38
Federal Leadership	0	0	9	0
ORGANIZATIONAL NEEDS				
Separate Classes Entirely A. For	14	14	8	25
B. Against	28	20	8	0
Separate Classes Partially A. For	28	25	29	25
B. Against	2	0	2	0
New Federal Program	0	8	16	12
RECOMMENDATIONS				
Federal Financial Support	13	13	53	88
Earmarked Funds	0	2	19	25

effective education of gifted. The student, in contrast, seems to focus his interest on the teacher, the person most directly responsible for his educational success, rather than on those far removed from him in the organizational structure such as national leaders.

Gifted students who testified stated that they do not wish to be segregated from other students. Instead they approve of a system whereby they are separated only part of the time each day. By and large, teachers concur with this position. On the other hand, administrators and school board members find the notion of total segregation of gifted students acceptable.

Another area of apparent difference between types of testifiers is on the need for new federal programs. Students rarely spoke about improvements in education of the gifted in terms of introducing an entirely new program. On the other hand, teachers and administrators more readily acknowledge that a new program at the federal level is a logical avenue for bringing about desired improvements.

School board members, an astounding 88% of them, urgently recommend that funds for educating the gifted come from federal sources. One out of every four board members also emphasizes that if educators wish to guarantee adequate funding for gifted programs, federal appropriations must be earmarked. A similar financial support portrait is painted by administrators.

The differences between types of testifiers can be summarized by observing that students tend to voice strong opinions on their immediate pressing needs, while offering little in the way of concrete suggestions for meeting those needs. The testifiers more sophisticated

in the area of education, such as administrators and school board members, tend to speak on a wide range of needs, concerning themselves with specific questions of funding and program implementation. Teachers fall somewhere between the students and administrators. They tend to mirror students' opinions with regard to the most important and immediate needs and administrators' opinions with regard to recommendations on how these needs can be met most effectively.

RESULTS

State Survey Information

The State Survey yielded significant information with regard to the allocation of resources at the state level and the impact of federal programs toward supplementing those resources. The first question was, 'What available personnel and legislative resources are currently available at the state level?' The breadth of interest in this problem is indicated (See Figure 8) by the fact that 21 states currently have legislation on their books that provide special resources or incentives to local school districts to increase their program efforts on education of the gifted and talented. Figure 2 shows that those states that have adopted such legislation represent a broad geographic spread throughout the country. There are states in every Region but one (Region II), that have passed legislation for these purposes. Ten other states have now or have had planning commissions, b no specific legislation as yet.

State Leadership. Such legislation, in many cases, merely represents intent. How that intent is being implemented is of greater relevance to our current concerns. There is a consistent portrait of a shortage of available resources. One key question in the survey was whether there is a staff person employed at the state education department level with major responsibilities for programs for the gifted in that state. Twenty-four of the states answered 'Yes' that they have designated such a person. (This included three states that had no specific legislation). However, of those 24 states, only in 10 are staff members assigned that responsibility for 50% or more of their time. In many instances the amount of time allocated to serving gifted students is but a small fraction of a multitude of duties and responsibilities assigned to one of the high ranking state officials.

The financial support for the state personnel assigned to the gifted

STATE LEGISLATION, PLANNING, AND LEADERSHIP PERSONNEL
FOR THE GIFTED

almost invariably comes from the state level. Twenty-one states reported their contribution as making up half or more of the salary of these key individuals. Only 3 states reported that a significant proportion of a salary of a leadership person was being paid for out of federal funds, despite the clear opportunity to do so in such programs as Title V of the ESEA, which provides funds for strengthening of State Departments of Education staff. The thinness of the leadership staff for the gifted is even more strikingly demonstrated by the lack of support staff or additional personnel available beyond the single designated leader. Over 40 states hire no support or consultation staff or additional personnel at all. This means that the designated leader has few resources for providing technical assistance to local programs of education. Only 3 states reported as many as three or more staff persons assigned to the specific responsibilities of education of the gifted.

The most typical personnel portrait at the State Department level is a single individual, with part time responsibility for the gifted and with no support staff. Occasionally, there is someone gravitating to interest in this area of gifted education because no one else is there. For example, Dr. Hugh Templeton, Supervisor of Science Education, New York State Education Department, was introduced in the oral hearings as Chief of the Bureau of Science Education, but unofficially he has been called "The Supervisor for Education for the Gifted without portfolio."

Personnel Training. One of the key aspects of providing effective services for education of gifted and talented students lies in the commitment to special preparation for the educational personnel to work with such students. The widespread general interest in providing some training in gifted education can be seen in Figure 9. This figure shows

the number of states that have either college or university programs or course work in education of gifted students, together with those state departments that allocate a proportion of their training resources for inservice training of teachers on education of the gifted. As Figure 2a shows, the broad range of training activities stretches across the country, with only the mountain states lacking college programs or state training efforts of an identifiable nature. By and large, inservice training activities seem to be utilized in practically all of the regions.

Program Deterrents. One of the most significant questions included in the survey dealt with the reasons for limited resources being allocated for the gifted. 'What were the specific forces that the states saw holding back a more extensive operation?' The results of that particular rating may be seen in Figure 10. In this instance, as in many others, the differences between the various regions were not significant. The problems were seen as the same, or extremely similar, from one region to the next. The deterrents that appeared to be operating in one area of the country also appeared to be operating in the others.

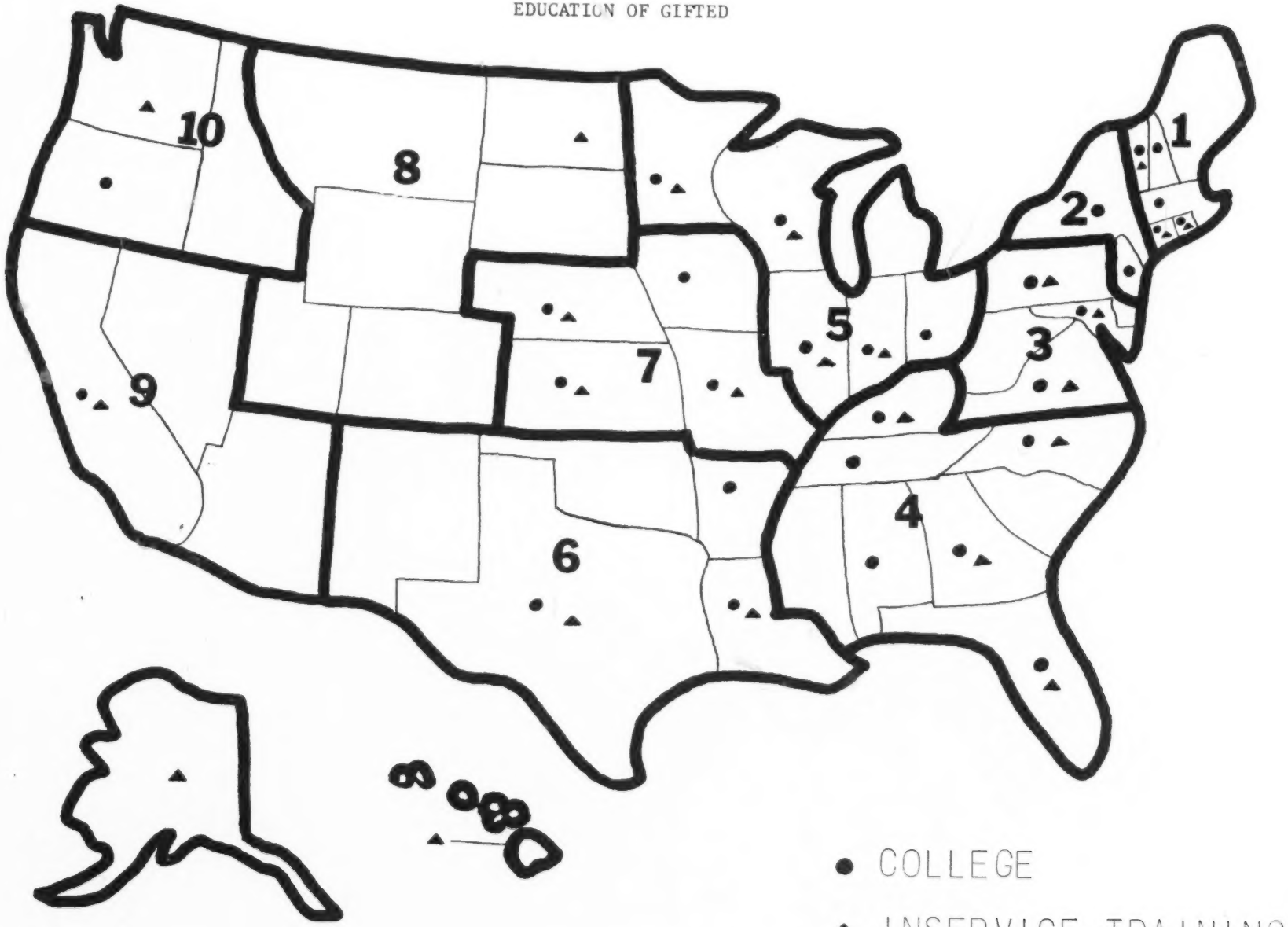
The major deterrent, clearly indicated, was the lack of sufficient funds to carry out significant program activity. The kinds of financial resources necessary to carry out the legislative intent are just not being allocated at the state level. The second most frequently mentioned deterrent, which links closely to the problems of insufficient funds, is the pressure of other more crisis-oriented priorities.

In the State Surveys, additional notes were provided regarding how the emphasis on children with specific educational problems were using up the available resources that were not in great supply anyway. Little or nothing was left over for significant, but long range, problems that did

FIGURE 9

COLLEGE OR INSERVICE TRAINING

EDUCATION OF GIFTED



not create immediate administrative crises, such as education of the gifted. Of lesser concern, but still mentioned as important by a majority of the states, was the small number of adequate personnel that is available. It would seem quite clear that any major move in this area would have to include substantial emphasis on the training or retraining of personnel before an educational program could become a reality.

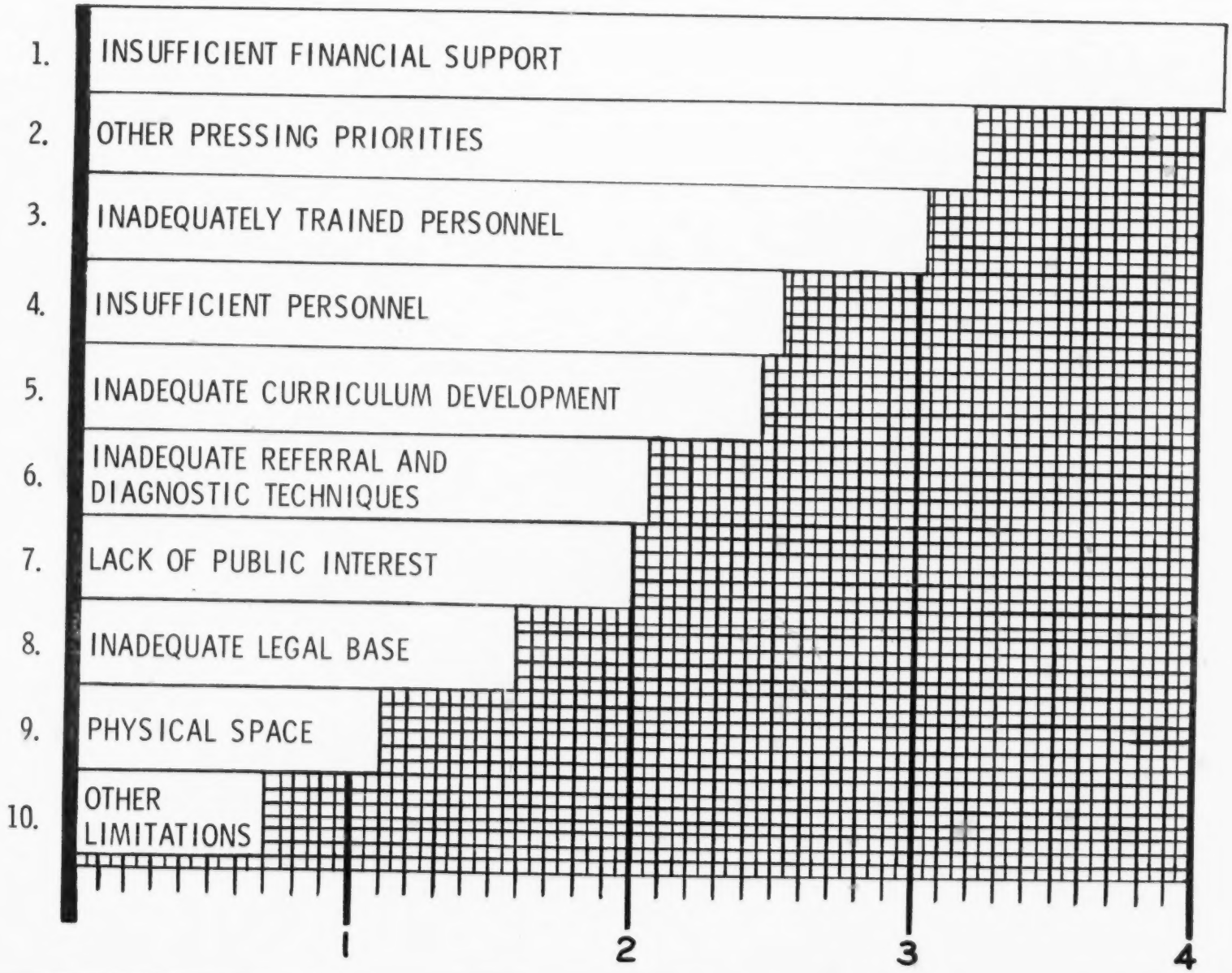
Use of Federal Legislation. The final crucial question in the State Survey was, 'To what extent are states using the additional resources provided by federal aid to apply to the problems of educating the gifted and talented?'

Figure 11 indicates the number of states using a variety of federal funds for education of the gifted. It presents a rather discouraging story concerning the use of current funds for the gifted under the current federal guidelines. In only one instance, Title III, ESEA-Innovative Programs did as many as 20% of the states utilized federal funds for strengthening programs for the gifted, despite the manifest interest in the problem and the demonstrated shortage of state resources. Title I ESEA, which would allow states to utilize funds for the identification and development of special programs for specially talented youngsters from deprived circumstances, found less than 15% of the states spending any funds at all.

Title V ESEA, which permits strengthening of State Departments of Education, represented one major opportunity for use of federal funds with relatively little financial commitment. But there are only 9 states reported using any type of Title V activities for strengthening their programs for the gifted! Only three of these states put funds into the support of leadership personnel, while the others spent such funds on a

FIGURE **10**

PERCEIVED BARRIERS TO STATE ACTION FOR THE GIFTED



variety of administrative needs. The most extensively used federal provision was Title III of ESEA, devoted towards the strengthening and development of innovative programs and supplementary centers. There are over 20% of the states utilizing some monies for programs directed to educating the gifted. However, a closer analysis revealed a minimal effort. Only 4 of the states reported 3 or more projects with this emphasis, as seen in Figure 12. Other potential federal legislation devoted to strengthening training programs were obviously doing no better. As a matter of fact, Figure 5 shows that 62% of the states use none of the available federal legislation, while another 24% use only the resources of one or two acts and these very sparingly.

The general portrait of the State Survey data is clear. Most of the states have recognized that the education of the gifted is an area of substantial educational need and have tried, in a variety of ways, to put some available resources to work in this area. It is also clear that these efforts have been overwhelmed by the more crisis-oriented issues of the deprived child, the disruptive child, the child who cannot learn, etc. The limited resources available are absorbed by these problem areas before such long range educational issues as the gifted are considered. Federal aid that is unspecified appears to be spent in the same pattern, so that much legislation that could benefit the gifted, in fact, is not applied to their educational problems.

FIGURE **11**

NUMBER OF STATES USING FEDERAL FUNDS
FOR EDUCATION OF THE GIFTED

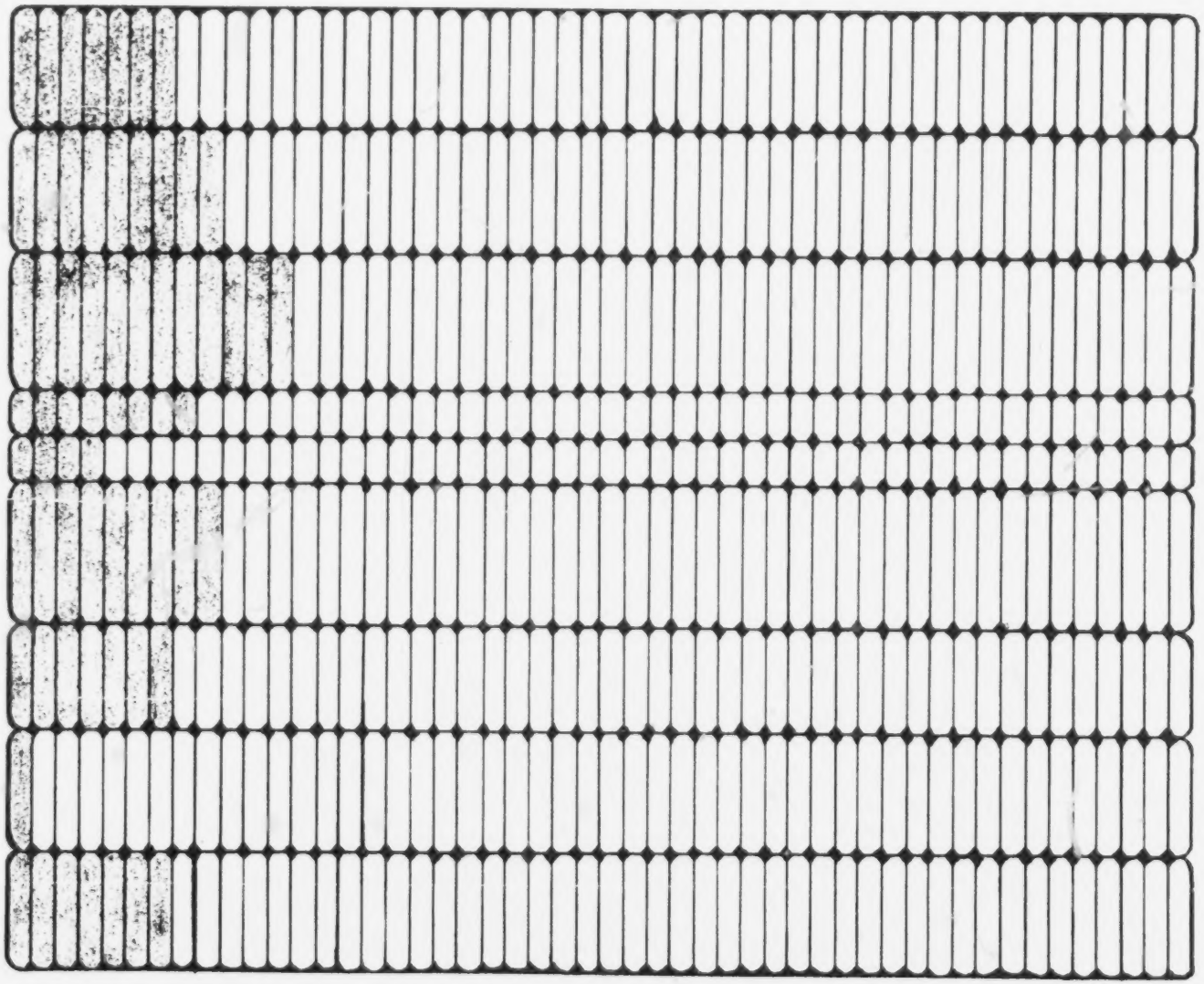
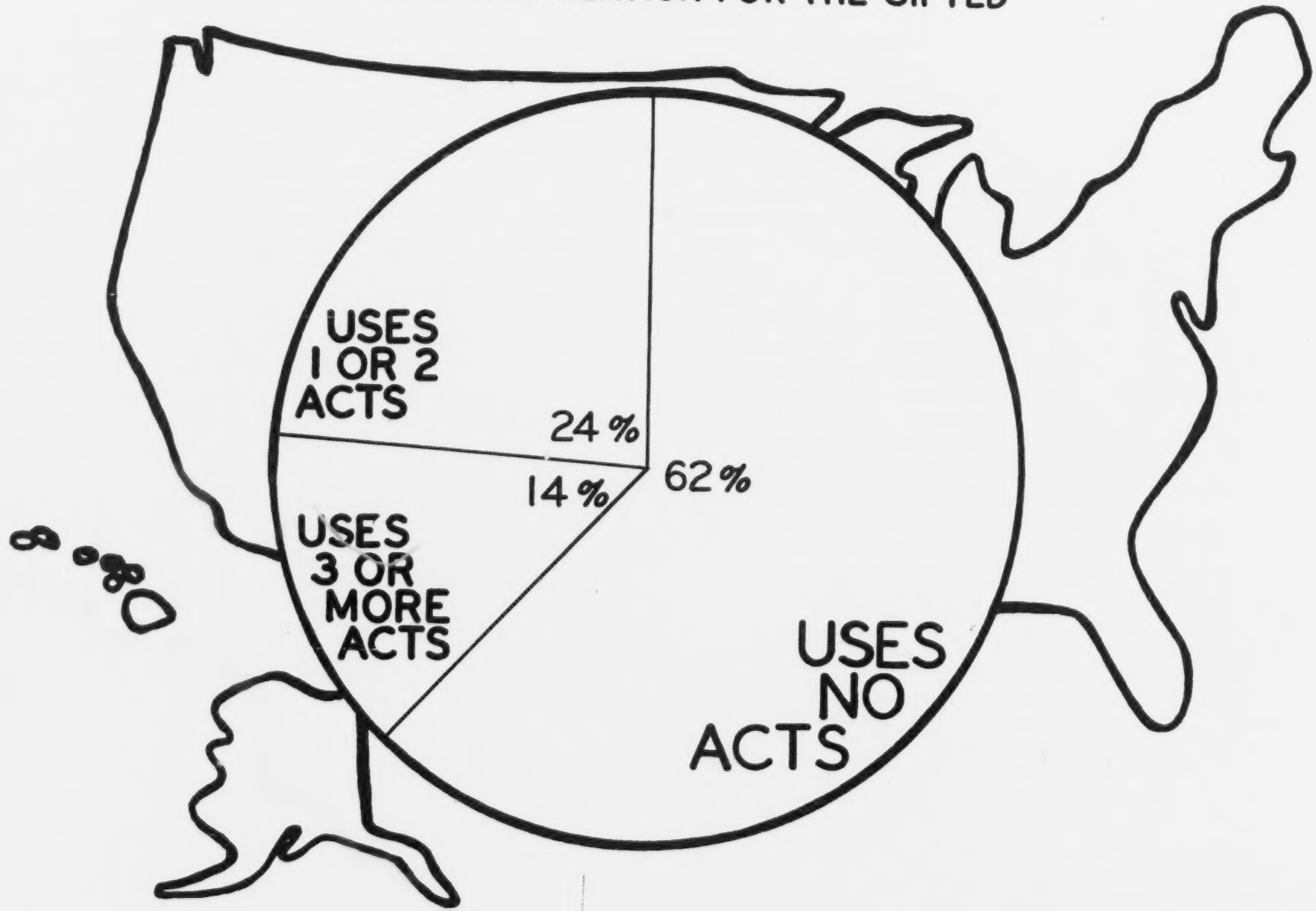


FIGURE 12

PERCENT OF STATES USING ANY
FEDERAL LEGISLATION FOR THE GIFTED



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Appendix A

A STATUS AND NEEDS REVIEW OF

GIFTED AND TALENTED PROGRAMS IN CONNECTICUT

Testimony of William G. Vassar

The State of Connecticut has long been aware of the needs of its gifted and talented within the State, and in the last five years has taken major steps to alleviate these needs at the local district level. As early as the mid-fifties, John Hersey, the noted author, was chairman of a committee to study the needs of the gifted and talented in Connecticut. At that time a comprehensive study was conducted by Helen Erskine Roberts and a report made to the State Board of Education.

Status of Services and Programs 1966-Present

The first stage of meeting the needs of Connecticut's gifted and talented was initiated in 1966 when the State Department of Education hired its first full-time consultant for the gifted and talented with funding from a grant provided under Title V of P.L. 89-10. The basic objective of the grant was to provide leadership and consultative services to local school districts throuthout Connecticut in order to develop quality programs for its gifted and talented pupils.

The second stage followed less than a year later (July 1967) when the State Legislature passed a comprehension statute to cover all exceptional children, including the gifted and talented under an umbrella bill. This statute enabled interested school districts to provide special services and/or programs to the gifted and talented and be reimbursed for two-thirds excess cost of the prior approved program.

The statute and its proper funding by the State Legislature has provided the second component to our States programs for the gifted and talented. The third stage was developed along with the initial stage in 1966 when the need for specially trained professional personnel was considered to be the third component necessary if Connecticut was going to truly provide for its gifted and talented pupils. Prior to 1966 only one course relative to gifted and talented was actively being conducted in our institutions of higher learning.

Since 1966, the training programs for professional personnel have grown rapidly due to growing interest in local programs and the committment and involvement of the various Schools and Departments of Education in our public and private institutions of higher learning. Course work and advanced degree programs are now a reality at the state university, two state colleges and three of our private colleges and universities. Dr. Joseph S. Renzulli's training program at the University of Connecticut is the only formal doctoral program for the gifted and talented in U.S.O.E. Region I. The following should serve as indicators of what types of advancement Connecticut has made with the three stages she has developed since 1966 with a pooling of State and Federal Funds:

a. full-time consultative services to provide local districts with assistance in directing their special needs to develop programs for the gifted and talented.

Funding Title V - ESEA

b. special legislation enacted to provide excess-cost (2/3) reimbursement to school districts who provide special programs for the gifted and talented.

c. Professional personnel training programs have moved from a single course offering in 1966 to three graduate training programs in three state universities and colleges and course offerings at three private universities and colleges. More than 900 professional personnel have received full or part-time training through these offerings.

Funding Federal-EPDA State and Private

d. Programs in local school districts (169) have grown from four (4) districts in 1966 to sixty (60) in 1970. At the moment about twenty additional districts plan to begin programming in September 1971.

Funding State Reimbursement

e. More than 2500 teachers and leadership personnel have attended short term workshops, and institutes sponsored by the State Department of Education to stimulate interest and dessiminate information relative to programming for the gifted and talented.

Funding Title V P.L. 89-10

f. Conducted a comprehensive analysis of existing programs in Connecticut (1969) by Dr. Virgil Ward to furnish the State Department with long range objectives for both State and local leadership in such programming.

Funding Title V - P.L. 89-10

g. Title III P.L. 89-10 has been stimulated and assisted by State personnel in a number of areas:

1. Operation ASTRA - 1968-69, Hartford

   A one year program to develop differentiated curriculum for the intellectually gifted.

2. Talcott Mt. Science Center - 1967 - Present - Avon

   about 40% relat-d directly to gifted

3. Project ASK - 1968 - Mansfield

   Provided a six-week summer workshop to train professional personnel for gifted programs.

4. ACES - North Haven - 1969 - Present

   Regional school planning in 18 school districts for gifted and talented (K-12). One program operational, another operational 1971.

5. Project SPRED - 1970 - Present - Norwalk

   Planning and providing regional programs in a multi-district fashion.

Needs in Connecticut

Although Connecticut has made rapid strides in the past four years, much more needs to be done to adequately meet the needs of its gifted and talented children and youth. Therefore, the following statements should be considered in long-range planning by the state and federal agencies and should be considered for cooperative funding and implementation.

> Demonstration centers located in geographically convenient settings to provide various ways the needs of the gifted and talented can be met by local school districts. These centers would serve as service demonstration, in-service and information centers.

Provide for follow-up evaluation studies of students in special programs.

Additional professional personnel training programs to raise the level of competency of both general and special staff in schools as they relate to the gifted and talented.

Provide for cooperative applied research development and implementation by SEA, university and local district personnel in the following areas:

1. identification related to many populations of gifted and talented
2. quality programs and/or services to specific talents.
3. evaluation techniques from both a process and product position.

Programs for gifted and talented pupils are doomed to failure, once they start, unless specific steps are taken to train leadership and teaching personnel, to develop identification to uncover a multiplicity of talents existing in America today (either demonstrated or latent) to develop more cooperative applied research, to demonstrate "how to do it" to larger pools of administrative teaching and lay personnel, and to develop and implement better follow-up and evaluation tools for programs. There are many existing federal education arts, and some outside of education, that could be more specifically earmarked for specific use in the education of the gifted and talented. If the Federal level would earmark training, research and service funds for specific use in the area of the gifted and talented, it would be possible for such specific funds to be handled by identifiable units concerned with education of the gifted and talented in the States and the universities.

With the assistance of government stimulation through specifically designed funds, educational institutions and agencies could

be stimulated to intensify their efforts to provide appropriate education for the gifted and talented. It thus seems likely on the basis of a number of recent experiences that quality education for the gifted can be best encouraged through setting aside specific Federal funds for this purpose.

Connecticut's recent record shows how a cooperative use of a number of Federal titles combined with state and local funds has assisted her in better provisions for the gifted and talented in her 169 school districts. If the growth is to continue, earmarked Federal funds in the needs area, aforementioned will have to be provided to assist the state and local fiscal committments.

Appendix B

Department of Health, Education, and Welfare
Office of Education
Washington, D. C. 20202

STATE EDUCATION AGENCY SUMMARY OF EDUCATION
OF GIFTED AND TALENTED CHILDREN

The purpose of this form is to enable the Office of Education to provide Congress some systematized data on the status of programs for gifted and talented children. We realize that in some states hard data may not be available. On items where statistical information is needed, we would appreciate your best estimate. The information requested requires in most cases a simple "yes" or "no".

Information prepared for the state of _____ by

_____(name and title) whose

telephone is _____. Exceptional Children and Youth

This form will become a part of the official testimony your agency presents to the O.E. Regional Office hearings on education of gifted and talented children and will be incorporated in the report to Congress by the Commissioner of Education.

1. Is there a person in your state education agency with designated responsibility for gifted and talented children? Yes___ No___

   If yes, (a) their title _____

   (b) percentage of time devoted to responsibility _____%

   (c) source of salary support: State _____ _____%
   Federal (please identify act and title

   _____ _____%

   (d) Size of professional support staff (no.of persons in full time equivalence) and _____

   Source of funds for salary: State _____ _____%
   Federal (please identify act and title)

   _____ _____%

II. Does your state have specific legislation relating to gifted and talented children? Yes ___ No ___

III. Is there an official state definition of gifted and talented children? Yes ___ No ___

   If yes, would you please provide such definition below:

   _____

   _____

   _____

IV. Does your state provide special financial assistance to programs specifically for gifted and talented children? Yes___ No_____
If yes, please indicate which categories are supported:

Special public school programs Yes___ No_____

Special transportation assistance Yes___ No_____

Consultative services not otherwise provided Yes___ No_____

Teacher training Yes___ No_____

Private school tuition Yes___ No_____

Evaluation of program effectiveness Yes___ No_____

Evaluation of individual pupil performance Yes___ No_____

Other (specify what) _____ Yes___ No_____

V. Does your state have official regulations and/or guidelines for programs for gifted and talented children? Yes___ No_____

VI. Has your state developed special curriculums and courses of study for gifted and talented children? Yes___ No_____

VII. Does your state presently have an Advisory Committee or Study Commission on educational problems of gifted and talented children? Yes___ No_____
If no, have you ever had an Advisory Committee or Study Commission? Yes___ No_____
If so, when _____(date)

VIII. Have you recently or are you presently engaged in any planning studies specifically addressed to gifted and talented children Yes___ No_____

IX. Have you recently or are you presently engaged in any evaluation studies specifically addressed to gifted and talented children? Yes___ No_____

X. Does your state certify or officially approve programs for gifted and talented children? Yes___ No_____
If yes, do you approve such programs
(1) in public schools Yes___ No_____
(2) in private schools Yes___ No_____

XI. Does your state coordinate or foster extra-curricular programs for the gifted and talented child, such as leadership training institutes, workshops in the arts, etc.? Yes___ No ___

XII. Please estimate the percentage of local education agencies in your state providing special programs for gifted and talented children. _____%

XIII. Please estimate the percentage of children who are gifted and talented being provided special programs in your state. _____%

This percentage represents approximately _____(number of children)

Of the gifted and talented children in your state receiving special services, approximately what percentage are at the:

Preschool level _____%

Elementary level _____%

Secondary level _____%

XIV. Does your state have special certification requirements for teaching personnel working with gifted and talented children? Yes____ No___

XV. Are there colleges or universities in your state offering specific programs or courses of study for preparing personnel for the education of gifted and talented children? Yes___ No____

XVI. Is your state presently providing in-service activities for regular school personnel on the problems of gifted and talented children? Yes___ No___

XVII. Is your state presently providing in-service activities for special personnel involved in the education of gifted and talented children? Yes___ No___

XVIII. Do you anticipate the expansion of programs for gifted and talented children in your state in the next five years? Yes___ No___
If so, will such expansion represent more than normal program growth? Yes___ No___

XIX. Which of the following are major deterrents to your state's program initiation or expansion for gifted and talented children? (Please rate on a 0 to 5 scale with 5 representing the highest level of deterrence):

Insufficient personnel_____
Inadequately trained personnel_____
Physical space_____
Insufficient financial support_____
Inadequate curriculum development_____
Inadequate legal base_____
Lack of public interest_____
Inadequate referral and diagnostic techniques_____
Too many other pressing priorities_____
Other limitations_____

XX. To the best of your knowledge, does your state use federal funds (administer or coordinate) for programs for gifted and talented children Yes___ No___
If yes, please indicate the titles you are utilizing

ESEA, Title I (Educationally Deprived) Yes___ No___
ESEA, Title II (Library resources & media) Yes___ No___
ESEA, Title III (Supplementary Educational Centers and Services) Yes___ No___
ESEA, Title V (State Departments of Education) Yes___ No___
NDEA (Specify Titles)_____ Yes___ No___
Higher Education Act (Specify Titles)_____ Yes___ No___
Arts and Humanities Act Yes___ No___
Economic Opportunity Act (Head Start, etc.) Yes___ No___
Other (Specify Act and Title)_____ Yes___ No___

XXI. Please attach a sheet if you have additional comments.

CODING PROCEDURES FOR ORAL TESTIMONIES

CARD I

Columns 1-4 NUMBER IDENTIFICATION OF TESTIFIER

1. Region Number ☐
2,3,4. Number Assigned to Testifier ☐☐☐

Columns 5-6 TYPE OF TESTIFIER

5,6. Testifier might be characterized as 1 of the following: ☐☐

01 Parent
02 Interested citizen
03 Student
04 Teacher
05 Administrator - public schools
06 Administrator - private schools
07 University professor or researcher
08 Legislator
09 Researcher - Non-university
11 Industry - business
12 School board member
13 Representative of national organization

For Columns 7-72 of Card I:
In the event that the category applies to the testimony of the witness: place a 1 in the box beside the category if the witness either states it as a specific need or recommends it as a course of action; place a 2 in the box beside the category if the witness states that it is not a need or opposes it as a course of action. In the event that the category does not apply to the testimony of the witness: place a 0 in the box beside the category.

NEEDS

Columns 7-16 TARGET GROUPS

7. Preschool ☐
8. Elementary ☐
9. Secondary ☐
10. Higher Education ☐
11. No Differentiation ☐
12. Advantaged ☐
13. Disadvantaged ☐
14. Unachieving and Emotionally Disturbed ☐
15. Very Gifted ☐
16. Talented or Creative ☐

Columns 17-23 PROGRAM NEEDS

17. Early Identification ☐
18. New Curricula ☐
19. Extracurricula ☐
20. Proceeding at own Rate ☐
21. Increased Stimulation of Creativity ☐
22. Effective Evaluation ☐
23. Unique Response ☐

Columns 24-29 PERSONNEL

24. Special Personnel ☐
25. Better Prepared Teachers ☐
26. Local Administration ☐
27. State Leadership Persons ☐
28. Federal Leadership Persons ☐
29. Other ☐

Columns 30-39 ADMINISTRATION

30. Definition of Term Gifted ☐
31. Better Means of Identification ☐
32. Separate Schools ☐
33. Separate Classes Entirely ☐
34. Separate Classes Partially ☐
35. Acceleration ☐
36. New State Program ☐
37. New Federal Program ☐
38. Private Industry ☐
39. Other ☐

Columns 40-41 FACILITIES

40. Special Facilities Within ☐
41. Special and Separate Facilities ☐

Columns 42-47 SOCIETAL NEEDS

42. Greatest Natural Resource ☐
43. Manpower for Technology ☐
44. Competition with Hostile Nations ☐

45. Leadership ☐
46. Humanistic ☐
47. Unique Response ☐

RECOMMENDATIONS

Columns 48-52 GENERAL FINANCIAL SUPPORT

48. More Money Needed Unspecified ☐
49. Better Use of Existing Funds ☐
50. Local Support ☐
51. State Support ☐
52. Federal Support ☐

Column 53

53. Categorical, Ear-Marked Funds ☐

Column 54

54. Funding on Basis of Population ☐

Column 55

55. Aid to Private Schools ☐

Columns 56-58 RESEARCH AND DEVELOPMENT

56. Nonspecific ☐
57. More Research ☐
58. More Development of Materials and Programs ☐

Columns 59-61 TRAINING FOR TEACHERS

59. Nonspecific ☐
60. More Inservice Training ☐
61. More Preservice Training ☐

Column 62

62. Training for Specialized Personnel & Administrators ☐

Column 63

63. Input from Private Sector ☐

Columns 64-72 STATE SUPPORT OF GIFTED EDUCATION

64. Higher Priority ☐
65. State Model Or Demonstration Programs ☐
66. Administrator or Administrative Body whose sole Responsibility would be Programs for Gifted ☐
67. New Legislation ☐
68. Amend Laws ☐
69. Information Services ☐
70. Catalyst ☐
71. State Guidelines ☐
72. State Definition ☐

Columns 73-77 BLANK

Columns 78-80 DATE

78. Month ☐ ☐
79,80. Day ☐

CARD II

Columns 1-4 NUMBER IDENTIFICATION OF TESTIFIER

1. Region Number ☐
2,3,4. Number Assigned to Teacher ☐ ☐ ☐

For Columns 5-27 of Card II: In the event that the category applies to the testimony of the witness: place a 1 in the box beside the category if the witness either states it as a specific need or recommends it as a course of action: place a 2 in the box beside the category if the witness states that it is not a need or opposes it as a course of action. In the event that the category does not apply to the testimony of the witness: place a 0 in the box beside the category.

Columns 5-14 FEDERAL SUPPORT OF GIFTED EDUCATION

5. Higher Priority ☐
6. Federal Model or Demonstration Program ☐
7. Administrator or Administrative Body Whose Whole Responsibility Would be Programs for the Gifted ☐

8. New Legislation ▱
9. Amend Laws ▱
10. Information Services ▱
11. Catalyst ▱
12. Federal Guidelines ▱
13. Federal Definition ▱
14. Oppose Federal Intervention ▱

Column 15

15. Other Recommendations ▱

Columns 16-27 PROGRAM DESCRIPTION

16. State ▱
17. Local ▱
18. Curriculum ▱
19. Organization ▱
20. Training ▱
21. Special Services ▱
22. Model & Demonstration Programs ▱
23. Acceleration ▱
24. Preschool ▱
25. Elementary ▱
26. Secondary ▱
27. Higher Education ▱